

Psychological support of formation in the future teachers of readiness for the creative-innovative activity within the context of the competency-based approach

Borodina T.

Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

© Medwell Journals, 2016. The competency-based approach during the process of preparation of future teachers for the pedagogical activity suggests formation of the professional competence considered as the readiness of teachers for the professional activity. In the modern conditions the issue of formation in the future teachers of readiness for the creative self-fulfillment during the process of the creative-innovative activity at school becomes especially topical. The analysis of the psychological-pedagogical literature concerning the issue under consideration and performance of the ascertaining experiment allowed identifying certain features of the process of formation in the future teachers of the readiness to the creative-innovative activity and determining the degree of formedness of components of this readiness in the conditions of a higher educational institution. The important condition of increasing the efficiency of the process of formation in the future teachers of readiness for the creative-innovative activity is the psychological support provided within a few directions: psychodiagnostics, counseling, trainings. The result of formation in the future teachers of readiness for the creative-innovative activity with account of provision of the psychological support is the creative-innovative competency of a teacher the components of which are: the motivational-value, cognitive, creative, operational and reflexive ones. On the basis of the psychological approach explaining the readiness phenomenon by the formed qualities and capabilities the efficiency of the process of formation of readiness for the creative-innovative activity may be determined by means of analyzing the degree of formedness of creative abilities in students and teachers. Questioning of the teachers speaks of underestimating by them of the significance of creative qualities at that the level of formedness of creative qualities in teachers according to the self-rating list is average. The level of formedness in the future teachers that participated in the ascertaining experiment of readiness for creative-innovative activity may be determined as 'above the average'. Based on the empirical data obtained the conclusion may be drawn as to impossibility of performance as of the current moment of the creative-innovative activity at school. The results of the experiment determine the necessity of further analysis of the process of forming the readiness for the creative-innovative activity and actualize the issue of the creative self-fulfillment of pedagogues.

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Keywords

Competency-based approach, Cowelling, Creative-innovative activity, Creative-innovative competence, Creativity, Professional competence, Psychodiagnostics, Psychological support, Readiness, Training